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ABSTRACT

This guide is intended to give the reader an understanding of the processes used and programs developed in the Boston School/Business Partnership Program. Chapter 1 discusses the rationale for partnership, including such topics as Boston's initiative to use business resources to upgrade educational curriculum, underlying principles, and one-to-one partnerships. In chapter 2 the major stages in establishing Boston's partnership program are identified and used as guidelines for the development of a five-stage, twenty-six step process for development of other partnership programs. The process involves initial design and coordination (10 steps), definition of institutional needs (4), matching of needs with available resources (3), development and implementation of programs (6), and establishment of a support/communication network (3). Chapter 3 explores factors affecting school and business liaisons, including the characteristics, responsibilities, and authority of school and business coordinators within partnership institutions. Topics addressed in chapter 4 include formalized internal and external communication systems, informal systems for support of liaisons, and key issues. The guide concludes (chapter 5) with descriptions of exemplary programs in Boston. (YLB)

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SCHOOL/BUSINESS PARTNERSHIPS:

A PRACTITIONER'S GUIDE

Richard A. Sockol

and

Thomas W. McClain

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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University of Massachusetts

June 1978

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Executive Director

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Tri-Lateral Council For Quality Education, Inc.
125 HIGH STREET, BOSTON, MA. 02110, (617) 426-1250

July 17, 1978

Dr. Richard Sockol
Institute for Governmental Services
Middlesex House
University of Massachusetts
Amherst, Massachusetts 01003

Dear Mr. Sockol,

I want to compliment you and Dr. Thomas McClain for your efforts in writing the publication School-Business Partnership: A Practitioner's Guide. Your research brings into focus the critical issues and dimensions for forming and implementing cooperative efforts between schools and business.

The experience of the Tri-Lateral Council and it's School/Business Partnerships, I believe, illustrate a positive step which the Boston community has undertaken, and one which other communities can replicate to bring about a smoother transission from school to work for youth.

Sincerely,

Marianne B. Abrams

Marianne B. Abrams
Executive Director

MBA/wen

New England Life

NEW ENGLAND MUTUAL LIFE INSURANCE COMPANY / 501 BOYLSTON ST., BOSTON, MASS. 02117 / 617-266-3700

ELIZABETH H. TEEVEN
Director-Public Affairs

July 18, 1978

Mr. Richard Sockol
Institute for Governmental Services
Middlesex House
University of Massachusetts at Amherst
Amherst, MA 01003

Dear Mr. Sockol:

As President of the Board of Directors of the Tri-Lateral Council, Boston's business/school partnership program, I am pleased to endorse the "School Business Partnerships: A Practitioner's Guide." Its usefulness is particularly timely because of the increasing awareness on the part of communities that the educational process today, in order to be relevant to our students' needs, must be shared by a multitude of resources, including business. This document provides the necessary tool for concerned citizens who recognize this shared responsibility.

I believe that the Boston experience, summarized well in this monograph, continues to be an important one locally and can be considered as a model for other cities as they address what is now considered one of the nation's top educational priorities, the transition from school to work.

I hope that you will keep me informed of the progress made, and look forward to receiving a copy following publication.

Yours truly,

Elizabeth H. Teeven

Elizabeth H. Teeven
President, Tri-Lateral Council

EHT:cdt

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
MARION J. FAHEY

August 9, 1978

Dr. Thomas W. McClain
Director for Occupational Services
Institute for Governmental Services
Middlesex House
Amherst, MA 01003

Dear Dr. McClain:

Let me take this opportunity to comment on your "School/Business Partnerships" Guide. After reviewing the document I found it to be insightful and timely in that it gave a comprehensive picture of the processes used and the programs developed in the Boston Public School/Business Partnership Program.

As I have so often stated, I am fully committed to the programs of the Trilateral Council for Quality Education in Boston, and I feel strongly that the Council structure can serve as a national model for school/business cooperative efforts.

In conclusion, I believe that there is now, as never before, a need for increased linkage between business, industry and education; I know that the Partnership Guide will assist other school systems and businesses in advancing their own efforts towards increased cooperation.

Sincerely,

Marion J. Fahey

Marion J. Fahey
Superintendent of Public Schools

26 COURT STREET • BOSTON, MASSACHUSETTS 02108 • 726-6364 AREA 617

SCHOOL/BUSINESS PARTNERSHIPS:

A PRACTITIONER'S GUIDE

C H A P T E R I

RATIONALE FOR PARTNERSHIPS

- As part of a citywide program developed by the Job Hunting Techniques Committee of the Tri-lateral Council, New England Merchants National Bank, business partner of West Roxbury High, prepared materials and coordinated student workshops in such areas as: preparing a resume, responding to want ads, writing follow-up letters and preparing for personal interviews.

- Conducted in conjunction with the School Volunteers of Boston, New England Life Insurance Company offered a summer writing course for 30 students and 12 teachers from its school partner, the Jeremiah Burke High School. The program was designed to improve the writing skills of students and to expose teachers to innovative techniques of writing instruction.

- In an effort to interweave theory with practice, the Federal Reserve Bank and South Boston High School have established the Quincy Market Project. This financially viable, student-run business provides Distributive Education students with seminars and academic work in business planning, problem solving, merchandising and basic economics while they are gaining hands-on experience operating their pushcart business at Quincy Market.

These are just a few of the many projects that have been initiated as a result of school/business partnerships in Boston, Massachusetts. While these partnerships were conceived as a result of business' interest in the quality of education in that city, they represent a growing trend across the nation of addressing the transition from school to work, especially for youth.

The concern with the school to work transition for young people is not new. Federal vocational legislation has been amended over the years to address the problems of disadvantaged groups and to encourage work experience aspects. Organizations such as the National Associa-

tion for Industry-Education Cooperation have addressed the need for better relations between schools and the marketplace for over a decade.

More recently, the career education movement has caught the attention of many citizens. This movement emphasizes the concept of infusing the entire process of elementary and secondary education with larger elements of career-oriented content such as work attitudes and values, career awareness, decision-making and entry-level job skills. While not heavily funded from the U. S. Office of Education, a wide degree of experimental efforts are taking place.

The most recent stir over the school-to-work problems was caused by Willard Wirtz in his book The Boundless Resource: A Perspectus for an Education/Work Policy. One of the principal aims of the book was to justify and describe how the transition between the worlds of education and work could be made more rational through a deliberative, collaborative process of public and private interests and initiative. This idea is currently being tested through a national effort jointly directed by the National Manpower Institute, the American Association for Community and Junior Colleges and the National Alliance of Businessmen.

Boston's Initiative: School/Business Partnerships

Boston has experienced most of the same problems as other large urban centers in the United States. For example, the city population has declined 20.4 per cent since 1950. The population appears to have stabilized since 1970 ending three decades of substantial out-migration to the suburbs. Coupled with urban flight has been a corresponding influx of minorities, illustrated by figures showing that blacks and other populations (largely Spanish-speaking) increased 65.3 per cent and 118.8 per cent respectively during the period 1960-70.

Furthermore, Boston has one of the lowest per capita incomes in comparison to its metro area of any major United States city. Unemployment for the city has been consistently above the national level, averaging about 12.5 per cent the last two years. However, unemployment among youth has been at least three and one-half times the rate for the city as a whole (approximately 35 per cent), with the unemployment of minority high school drop-outs at 50-60 per cent.

Realizing that new initiatives had to take place if Boston was to remain an attractive place for its businesses and residents, the Urban Affairs Group of the Greater Boston Chamber of Commerce began, in 1974, to explore the idea of assisting the Boston School Department through identifying how business resources could best assist in upgrading the educational curriculum. To operationalize this plan, the Tri-lateral Council for Quality Education, Inc., which brought together the Greater Boston Chamber of Commerce, the Boston School Department and the National Alliance of Businessmen, was formed.

The Tri-lateral Council established the school/business partnerships, a collaboration emphasizing the one-to-one relationship of a major company (or governmental agency) and a local high school. Through this mechanism, business experience, resources and personnel could be channeled to improve the value and quality of education within the Boston Public Schools. It should be noted that the partnership concept was embraced by Judge Garrity's school desegregation court order about one year later.

To date, 21 business firms are linked with 19 Boston high schools in a partnership program. Their activities represent a wide diversity of involvement. The remainder of this publication will focus on the rationale and design of these partnerships in order to provide a guide for others interested in developing similar programs.

What are the major principles underlying the partnership concept?

As with any project designed for implementation in a large city, it was important for the Tri-lateral Council to outline its major precepts in regard to the establishment of a school/business partnership. Among the major principles espoused by the leadership of the Tri-lateral Council were:

(1) That both parties understand each other's institutions, including management systems, resources, limitations and delivery systems.

(2) That educational policies be designed to serve the society as a whole and aim toward increased proficiency in all trades, services and strata of work -- from the professional level to that of unskilled labor.

(3) That one-to-one partnership relations between larger corporations and local high schools be established. (Larger corporations, because they can offer more varied services to students and frequently had worked with public schools in earlier, less structured programs.)

(4) That specific school/business pairings be based upon matching identifiable institutional needs with available business resources. In so doing, responsibility for program development and continuity can be assured.

(5) That each partnership relationship be autonomous and free to develop programs based upon identifiable needs. Accordingly, individuals should be appointed within each partnership organization to assume responsibility for program development.

(6) That the business partner be viewed as an integral part of the school and included in program planning

for the school and its curricula.

(7) That participation in partnership programs include both faculty and students. Hoped-for outcomes include: (a) increasing faculty involvement in programs, (b) enhancing curriculum materials through collaboration, and (c) offering programs aimed at improving students' self-image, self-motivation, employability and knowledge of the job market.

(8) That a system for sharing information between and among partnership members be employed to ensure full utilization of resources available. Such a forum might also discuss emerging human resource and employment needs.

(9) That business partners be encouraged to bring in additional resources as appropriate, thereby offering to schools as comprehensive a program as possible.

In another vein, there are three don'ts which emerge naturally from the above principles. These include:

(1) The partnership should not be viewed as a recruitment scheme for business. If teachers, guidance counselors, students or parents perceive this to be the case, inevitable complications occur.

(2) The partnership should not become a public relations stunt for either institution. Personal gain should not be the ulterior motive of institutional participants. The betterment of the student and the community should be.

(3) Neither partner should make promises which cannot be kept. Unrealistic goals can lead to the downfall of projects.

The Boston School/Business partnership has been in existence since 1975. The principles remain consistent. In fact, more challenging goals have been established by some partnership members. Remaining within the original Tri-lateral guidelines, South Boston High School has viewed the partnership as one part of an integral program to increase community involvement with the schools. Specifically referring to its partnership relationship with the Federal Reserve Bank and Gillette Safety Razor Division, Ms. Geraldine Kozberg, Assistant Headmaster and Partnership Coordinator of South Boston High, states the school's philosophy:

(1) If you view the community in its broadest sense and recognize that business is part of that larger community, it becomes the role of business to share in the responsibility of its schools.

(2) South Boston High clearly recognizes that it cannot educate students alone.

(3) South Boston High recognizes that business has the capability to teach certain skills which the schools are unequipped to provide.

Implicit through Ms. Kozberg's statements is the belief that businesses and schools must mutually share and benefit from each other's resources. It should not be a one-way dynamic situation, where business feels it is giving but not receiving.

Why One-to-One Partnerships?

Some communities feel, and rightly so, that one-to-one partnerships (one school/one business) may be restrictive for students and faculty. The belief is that (1) a single company can only offer so much in services and expertise to a school; (2) students can become geographically limited to occupations and professions practiced within the immediate area of their schools; and (3) some communities do not have enough large businesses to effectively support a one-to-one partnership effort.

All the above criticisms are valid and, perhaps, in a smaller community, where the negative effects of the above would most strongly be felt, a different approach should be designed. For a larger, diversified metropolitan area such as Boston, however, the one-to-one partnership provides member institutions with "a sense of belonging," a secure feeling that there is a "designated someone" within one of the large bureaucratic institutions who is willing to actively work on the others' behalf.

Ms. Kozberg's ideal of a two-way benefit system has not been attained, and to this point, most businesses "give" while most schools "receive." The relationship, however, is not selfish and business partners exert a great deal of effort in meeting school needs.

If, as the first criticism above suggests, a business cannot internally provide the appropriate services to its school partner, active efforts are made to find solutions outside the organization.

Because of court-ordered bussing in Boston, and because of the willingness of business partners to assist in making contacts outside their own institutions, geographical barriers are eased in that students are not limited to local occupational opportunities. Where bussing is not the rule, however, barriers might be more difficult to break down simply because of tendencies of young people not to want to work far from their homes.

There are other concrete advantages as well. These include:

(1) Because of a feeling of ownership, business is much more willing to commit itself to the needs of

its partner school;

(2) Because of its strong commitment, business is willing to contribute personnel, expertise and other useful resources to its partner;

(3) Because of its close proximity to the school, students and faculty can more easily identify with the business partner; and

(4) Because of the consistency of contacts between institutions, confusion and waste are kept to a minimum.

How to Use This Guide

This guide is meant to give the reader an understanding of the processes used and programs developed in the Boston School/Business Partnership Program. It does not evaluate the partnership for its effectiveness nor does it suggest that the Boston School/Business Plan serve as the only way to address the transition between education and work for youth. Rather, it is meant to give innovators an opportunity to analyze what is happening in Boston in the area of school/business relationships. It is not expected that all readers will fully utilize the information contained within. It is hoped, however, that some crisp and refreshing ideas will be generated as a result of this document.

More specifically, the guide initially discusses the steps and procedures used in establishing partnerships. It then examines the characteristics, responsibilities and authority of school and business coordinators within partnership institutions.

It continues with a discussion relating to a support/communication system for members and concludes with a section on exemplary programs.

CHAPTER II

FACTORS AFFECTING THE GROWTH OF THE PARTNERSHIP

The initial thrust of the Tri-lateral Council was to stimulate business in the Boston metropolitan area to take an active role in the affairs of its public schools. Because of its unique relationship to the business and educational communities, it was able to initiate activities which have led to the development of successful partnerships.

The development of a partnership program is a complex and interesting process. For purposes of clarifying the process, the authors have identified its five major stages. They are:

(1) Initial Design and Coordination: The Tri-lateral Council's role in the development of the partnerships.

(2) Delineation of Institutional Roles: The identification of needs and resources as separately viewed by each partnership member.

(3) Matching of Needs with Available Resources: The establishment of a dialog between business and school partners to clarify program purpose.

(4) Development and Implementation of Programs: The translation of program needs into tangible projects as defined by teachers and business resources.

(5) Establishment of Support/Communication Networks: The redefined role of the Tri-lateral Council staff in partnership affairs.

Stages 1 and 2 are necessary prerequisites for Stages 3-5. As needs are matched and program and support networks are established, a "partnership process" is developed. Therefore, while the following pages delineate specific stages, it is important that the reader understand that the process is continual. As new needs are identified and new programs developed, institutional roles may be refined and support networks may be expanded. Figure 1 depicts this relationship.

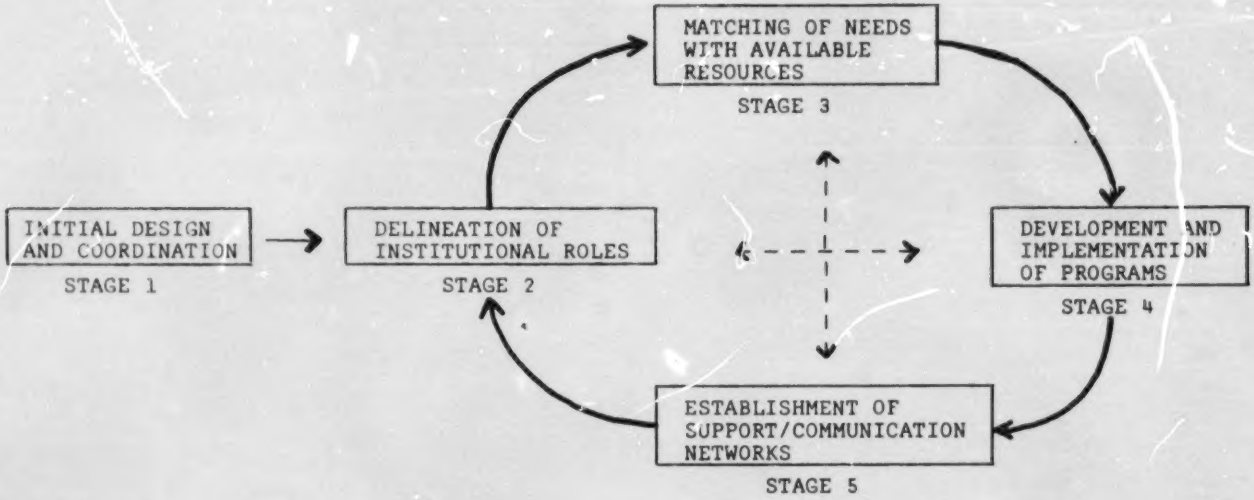
STAGE 1

Initial Design and Coordination

What specifically did the Tri-lateral Council do to encourage the establishment of partnerships? With the support of the greater busi-

FIGURE 1

RELATIONSHIP BETWEEN MAJOR
STAGES OF THE PARTNERSHIP PROCESS*



* Solid lines represent initial relationships
Broken lines represent subsequent implementation patterns

ness and educational communities, the staff of the Council:

(1) Mapped out the Boston area and identified its major corporations and high schools.

(2) Researched the major corporations for purposes of assessing the companies' involvement with their respective communities. This included library research, information from competitors, discussions with company officers and conversations with community people.

(3) Publicized its intent to establish a partnership program. This was done through the distribution of print media in collaboration with the Greater Boston Chamber of Commerce. Forums, such as the Rotary and Kiwanas Clubs, and mass media publications, such as newspapers and professional journals, were also used.

(4) Selected the major corporations with which it wanted to work. All high schools were included in the program.

(5) Sought and gained the commitment of chief executive officers of major corporations, as well as of the superintendent of schools and headmasters of participating Boston high schools.

(6) Jointly defined general needs of participating schools and businesses. In so doing, past community involvement and future technological trends were considered.

(7) Paired schools with businesses based upon the matching of identified needs.

(8) Encouraged business and school partners to designate individuals within their respective organizations to assume responsibility for coordinating partnership relations.

(9) Advocated complete autonomy for each partnership regarding the development and implementation of programs.

Stage 1 led into Stage 2 which called for increased involvement of designated individuals within each institution.

STAGE 2

Delineation of Institutional Roles

During this Stage, the Tri-lateral Council remained an important force in advising members on technical areas. Schools and businesses

used this time to identify and prioritize institutional commitments. Because of organizational differences, this section is broken down into subparts (2a) Business Institutions, and (2b) Educational Institutions.

(2a) Business Institutions:

Since the policy-making body of the Tri-lateral Council includes many top-ranking officials from partnership companies, subsequent commitments were not difficult to obtain. In order to define institutional needs, member corporations:

1. Needed the unequivocal blessing of the Chief Executive Officer of the firm. Serving on the Council was not enough. Institutional commitment had to be strongly endorsed by Chief Executive Officers for the project to succeed.

2. Designated responsible individuals to serve as coordinators or liaisons between the corporation and the school.

3. Involved their coordinator on appropriate corporate committees for purposes of keeping key personnel informed.

4. Charged the coordinator (and sometimes appropriate corporate committees) with the responsibility of identifying resources in the organization available to the school partner.

5. Alerted company administrators, staff and workers to the programs that would be established within the corporation.

(2b) Educational Institutions:

Public school officials were not as actively involved in the deliberations of the Council as were representatives of business. In fact, those who were members were primarily from the central administrative staff of the Boston School Department. While central support for the concept was self-evident, each partner school:

1. Needed the support and approval of its Headmaster. Headmasters in the Boston Public School System have a great deal of autonomy on fiscal, academic and management issues.

2. Designated an individual to serve as a coordinator or liaison between the school and its partner corporation.

3. Defined its internal structure regarding program management. All administrative structures were not similar. Some schools chose to place authority for the partnership with the Flexible Coordinator. Others chose Distributive Education teachers. Still others chose Career Education Offices, Headmaster's Offices and Curriculum Committees.

4. Facilitated change processes where faculty were able to assume leadership and to identify needs. Any change in a public school mandates the support of the classroom teacher. Without such support, efforts can become meaningless.

Following Stage 2, partners engaged in a dialog regarding identified needs and available resources. Stage 3 addresses this issue.

STAGE 3

Matching of Needs with Available Resources

While neither partner was entirely isolated from each other during Stage 2, it is important to note that ideas had to be prioritized within each organization. Stage 3 provided an opportunity for business and school coordinators to interact. During this interaction:

(1) Coordinators (and others, when possible) met together to discuss their needs and to identify available resources. In doing so, limitations were identified. Additionally, questions such as, "What can we do without further dialog?" and "What needs higher level support?" were addressed.

(2) The need for program credibility from senior management was balanced with the academic freedom needs of faculty members. The realities of both sides had to be aired and addressed.

(3) The results of the conversations were brought back to the respective organizations for appropriate action.

Actual development and implementation of programs was the responsibility of individual faculty members in many partnership schools. While some schools did not mandate faculty involvement, the majority of successful programs seemed to. Stage 4 continues in this vein.

STAGE 4

Development and Implementation of Programs

As with Stages 2 and 3, Stage 4 also overlaps with earlier stages. In most cases, it is difficult to separate one stage from another in terms of a time frame. What differentiates Stage 4 from earlier ones, however, is that it focuses more directly on the role of the classroom teacher as the prime initiator of programmatic change. Major steps include:

(1) That individual requests from teachers be immediately acknowledged. Once coordinators have established a working relationship, the specific requests of teachers should be responded to immediately.

(2) That the business partner make it a point to visit the school frequently to help strengthen the relationship. The more often the partner visits, the more visible the program becomes.

(3) That the school coordinator visit the business site and become familiar with its facilities, resources and personnel.

(4) That business resources be immediately funneled to those teachers or groups that have requested their services. The point here is that program assistance should be directed to the particular teacher requesting services as expeditiously as possible.

(5) That the teacher and the business resource define the nature and scope of the program to be implemented. The business resource should provide initiative and support for programs designed and, if appropriate, should assist in pushing the programs through administrative roadblocks.

(6) That the school coordinator provide technical assistance and administrative support to classroom teachers. He/she should always be promoting the program and proposing new ideas.

(7) That the coordinators, in collaboration with the teacher, define who will be responsible for recruiting students to participate in programs. In some cases, there is no student recruitment because teachers are only revising the scope of their classes. In other cases, where students are interning or working on a part-time basis, it is up to the participating partner to define whose responsibility recruitment will be.

Because of the nature of the school/business partnership, each school creates its own particular version of what a partnership should be. Stage 5 briefly discusses processes which have been established to encourage cross-communication among various partnerships.

STAGE 5

Establishment of Support/Communication Networks

To this point, the Tri-lateral Council has been defined primarily as an initiator of the partnership concept and a provider of technical assistance when needed. The technical assistance referred to includes:

(1) The establishment of a communication system which encourages business and school coordinators to meet together on a monthly basis. Dissemination and interpretation of central school administration policies as they relate to business involvement is an important area of discussion.

(2) The establishment of business advisory committees which assist in defining council priorities. Composed of Chief Executive Officers from partnership corporations, this group provides advice regarding directions in which the Council should proceed.

(3) The publication of a newsletter which is disseminated to school and business partners as well as additional cooperating institutions.

(4) The interpretation of actions taken by business to schools and vice versa. In cases where ambiguity exists, the Council serves as a clarifying body for those in doubt.

The Tri-lateral Council is also responsible for the administration of city-wide programs, such as a National Alliance of Businessmen-sponsored Career Guidance Institute, student employment opportunities, speaker series, lectures, site visits and faculty seminars.

Each participating school or business has also established internal support systems which were briefly alluded to in Stages 2a and 2b. Chapter IV of this document addresses this issue more fully.

Steps to Establish a Partnership

The brief section that follows identifies the major steps that an organizer might take for purposes of establishing a school/business partnership. Since each community is different, variations on the major theme presented are encouraged and expected.

Working within the guidelines suggested above, the major steps are:

STAGE 1: Initial Design and Coordination

Organizers shall:

A. Identify an individual or core group (somewhat similar to the Tri-lateral Council) to spearhead the project (hereafter called project administrators).

Project Administrators shall:

B. Identify major corporations and high schools in the proposed service area.

C. Research organizations to assess past involvement in cooperative activities.

D. Publicize intent to establish a school/business partnership.

E. Select major corporations and high schools which meet acceptable standards as defined by project organizers.

F. Seek and gain commitment from the leadership of selected institutions.

G. Define general needs of cooperating schools and businesses.

H. Pair schools with businesses based upon above-mentioned needs (Step G).

I. Encourage the appointment of coordinators within each institution to develop the relationship.

J. Advocate complete autonomy for each partnership.

STAGE 2: Definition of Institutional Needs

During this stage, project administrators should "let go" of the program and permit local control to emerge. Each partnership coordinator shall:

K. Attain unequivocal support from the Chief Executive Officer and Headmaster.

L. Define internal structures regarding program management.

M. Facilitate change processes to include maximum participation from teachers and business officials in identifying needs.

N. Alert wider school and business communities to partnership opportunities.

STAGE 3: Matching of Needs with Available Resources

School and Business Coordinators shall:

O. Jointly identify needs and match them with available resources.

P. Balance corporate credibility values with academic freedom needs of teachers.

Q. Review joint recommendations with respective institutional communities.

STAGE 4: Development and Implementation of Programs

School Coordinators shall:

R. Respond to teacher requests and act accordingly.

S. Encourage the business partner to become visible at the school.

T. Funnel business resources to teachers who request services (or individual coordinating experiences).

Teachers (or appropriate administrators) shall:

U. Define, with the business resource, the nature and scope of programs to be implemented.

School and Business Coordinators shall:

V. Provide technical assistance in support of classroom teachers (or appropriate individuals).

W. Define, with classroom teachers (or appropriate individuals), who will recruit students.

STAGE 5: Establishment of Support/Communication Network

Project Administrators shall:

X. Encourage school and business coordinators to meet together on a monthly basis.

Y. Utilize print and non-print media to publicize the program.

Z. Encourage the establishment of local support bases

on various levels within member institutions.

CHAPTER III

KEY COMPONENTS TO SUCCESS: SCHOOL AND BUSINESS COORDINATORS

"Commitment from the top is meaningless unless creative and committed individuals are chosen to serve as liaisons within each organization."

-- *Marianne Abrams*
Executive Director
Tri-Lateral Council

This theme consistently emerged as central to the success of Boston school/business partnerships. To take the concept one step further, the partnership can be no better than the sum of its parts. That is, it is essential that coordinators not only interact well with their superiors, but also that they are compatible to each other so as to ensure the smooth administration and development of programs and services.

In this section, we will explore factors affecting school and business liaisons. From a management perspective, we will address who is chosen and why. And from the coordinator's perspective, we will identify favorable characteristics of such a person, what he or she does and what authority the position is given.

From a Management Perspective, Who is Chosen?

Business coordinators generally are selected from one of two departments. These are:

(1) Public Affairs - Public Relations

(2) Personnel

Because of the scope of the positions, public affairs people have frequent interaction with the community. Similarly, personnel people are familiar with the employment needs of the company as well as the training methods used for orientation.

While these divisions can be catch-alls for cooperative programs, Boston business coordinators appeared to be actively involved and committed to making the program a success.

School coordinators can either be teachers or administrators and are usually affiliated with one of the following academic settings:

(1) Career Education Office

(2) Curriculum Committee

(3) Flexible Campus Office

(4) Distributive Education Office

(5) Headmaster's Office

The key to facilitating change in the public schools is to involve faculty members as much as possible in the planning, development and implementation of programs. Any of the above settings can attain this goal; however, realities are such that some offices are clearly overburdened.

No judgment will be made here as to which office is best. For example, the Jeremiah Burke High School located its coordinator in the Flexible Campus Office. The West Roxbury High's liaison was its Distributive Education Coordinator and South Boston High School's liaison was its Assistant Headmaster.

What is important in both schools and businesses is that the coordinator be the right person for the job.

Characteristics of Coordinators

Persons chosen to serve in liaison positions are generally dedicated individuals sincerely interested in community life and the livelihood of children. They have a realistic view of life, are knowledgeable and are well-liked and well-respected. They are usually pillars in the community who are energetic, imaginative and are not afraid to initiate new ideas. And just as important, they are upwardly mobile in their organizations, have a well-developed understanding of its needs and have reasonable access to its resources.

People who accept the liaison position are generally unusually hardworking people. They love their work and put in many extra hours. And they are fully committed to their institutions and the communities which they serve.

Vincent Santosuosso, partnership coordinator of New England Merchant's National Bank, is no exception to this rule. In addition to his partnership responsibilities, he serves on many community boards. He is chairman of the Job Hunting Techniques Committee of the Tri-lateral Council. Additionally, he spends about two days a week at West Roxbury High School.

Neither are Geraldine Kozberg or Jeannette Hargroves exceptions. As Partnership Coordinator at South Boston High School, Ms. Kozberg assumes a central role in her school's activities. Her past experience in Minnesota demonstrates an understanding of community dynamics and a commitment to students. Working with Ms. Kozberg, Jeannette

Hargroves, Coordinator of the Federal Reserve Bank program, allocates 90 per cent of her time to the partnership. She interacts well with faculty and central administrative staff and has been particularly involved with curriculum matters.

What Do Coordinators Do?

As the term "coordinator" suggests, school and business partners serve primarily in facilitator roles. They "make things happen." They are the glue that holds the program together. They are the initiators of change.

Steve Pacifico, Partnership Coordinator at West Roxbury High School, is a prime example of the "facilitator" type. He views himself as a "resource available to all teachers." Daily activities (in his partnership role) might include sending bulletins to teachers regarding new business resources, acknowledging teacher requests and dealing with them, funneling business resources to teachers and taking care of administrative details which might emerge.

Jim Leahy, Partnership Coordinator at New England Mutual Life Insurance Company sees his central goal as "to assist in providing quality education to Boston Public Schools." He is a dedicated individual and has a desire to be involved. He speaks with teachers and on occasion advises students. He is active at the company and has been responsible for establishing apprenticeship and internship programs. He has day-to-day contact with his partner school and meets with the Burke School Coordinator once a week.

The time commitment of liaisons ranges anywhere from 35 per cent to 90 per cent of an individual's time.

Do Business and School Coordinators Have Authority?

Questions of authority and control are always difficult to answer. While many coordinators were delegated high levels of responsibility for partnership success, the "authority" they gained as a result relied heavily upon their ability to motivate individuals within their institutions to assume leadership roles. More importantly, the establishment of a trusting relationship was critical to personal and programmatic success.

Specifically, for business coordinators, time commitment barriers had to be addressed. Some people did not want to participate because "they didn't have enough time for that kind of thing." Others simply did not want to "deal with them (students) again." And still others were of the belief that "giving 'em money" would be sufficient.

For school coordinators, territorial or turfdom barriers had to be addressed. Many educators felt that "big business was coming in to do it their way." Some did not want the program because they felt they

were already overworked. And others "had never questioned the way they had done things" simply because "things had always been done that way."

The ability of school and business partners, jointly and alone, to establish and maintain a level of trust that will allow for the breaking down of time commitment barriers, territorial problems and the like demonstrates the kind of authority they have. To be frank, it is not based on formalized, mandated rules and procedures. Rather, it is structured to encourage voluntary participation.

Limitations of Coordinators

As indicated earlier, coordinators demonstrate a high level of professional pride in their work. However, while they do not come right out and say it, there are some limitations imposed by the systems in which they work. These include:

(1) Instead of creating a new position, partnership responsibilities are generally added to already existing jobs.

(2) With increased responsibility, coordinators do not receive any extra pay.

(3) School coordinators (especially those with teaching duties) infrequently visit the company.

(4) Most school partners are difficult to contact because they do not have a telephone, office or any free space. The only desk they have is their homeroom desk.

(5) While at their partner school, business coordinators also do not have a telephone, a desk, a mailbox, an office or any free space.

(6) In the case of most partnerships, there is no "alternate coordinator." If a business partner is transferred or a school coordinator accepts another job, the program could be jeopardized.

In assuming the role of a coordinator, an individual accepts a major responsibility. How this individual copes with the challenge and what kind of support he/she receives is the focus of Chapter IV.

CHAPTER IV

INTERNAL AND EXTERNAL COMMUNICATION NETWORKS

Various systems have been established to encourage communication between and among partnership members. Through an exchange of information, new ideas can be generated. Additionally, ambiguous concepts and confusing terminology can be kept to a minimum.

In this section, we will examine some of the established formalized internal and external communication systems. Their strengths and weaknesses will be outlined. We will also discuss some informal ways in which liaisons are supported. The chapter will conclude with a brief section identifying key issues which should be addressed.

External Communication Systems

The Tri-lateral Council is comprised of three policymaking bodi which also serve as communications units. The Council Membership which represents about 35 individuals from the area of business, school department and NAB, meets about every six weeks to review prc grams and to share information. From this group, the Board of Direc tors is elected. Comprised of 14 members representing the three segments, it is the primary policy and decision-making body. It meet: monthly to make program and fiscal decisions. Finally, there exists an Advisory Committee comprised of 20 chief executive officers from the business community. Its role is to communicate to the Board the concerns of the larger business community. Moreover, their involvement insures continued partnership support (see Figure 2).

Actually, external systems such as the above do not effectively reach public school faculty. School coordinators do not officially serve on the Council, although they can join in on meetings. This is because their schedules are too rigid, and because it is very difficult for faculty members to be granted release time. Even if release time is granted, the locations of meetings often are outside the commuting distance for teachers (considering time limitations).

Tri-lateral Council meetings, which are conducted once a month, primarily serve as forums where policy questions can be aired and discussed. They provide structure to what sometimes appear to be chaotic undertakings, as well as opportunities for business partners to meet and generally discuss their projects.

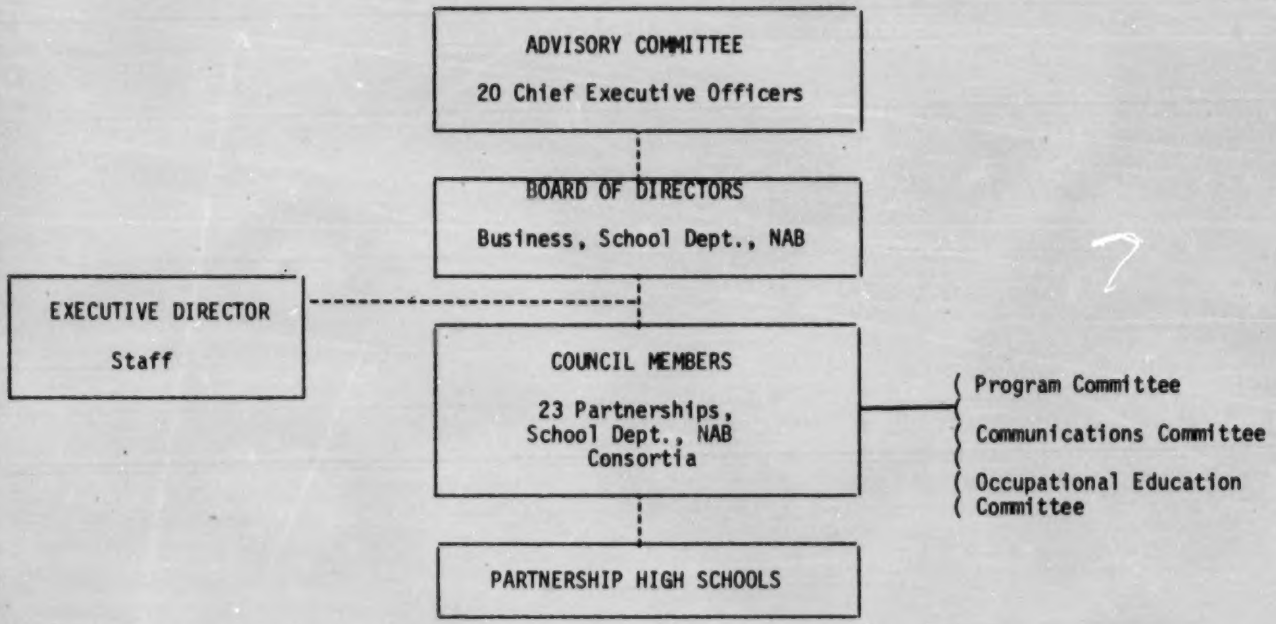
As far as school coordinators are concerned, there are few opportunities for sharing because of the structural limitations mentioned above.

The best way the Council is able to communicate with its school

FIGURE 2

TRI-LATERAL COUNCIL FOR QUALITY EDUCATION, INC.

ORGANIZATIONAL STRUCTURE



partners and, in so doing, with its business partners, is through the publication of its newsletter and through memos on program offerings by the Council. These documents give members resource information, explain ongoing programs and provide progress reports and future activities.

Internal Communication Systems

While external systems can provide partners with new ideas, internal systems often serve as the backbone of the partnership program As mentioned throughout, leadership must come from within.

As far as public schools are concerned, some innovative techniques have been used to encourage faculty support. Included among these are systems in the West Roxbury and South Boston High Schools.

At West Roxbury, a Career Education Committee, chaired by its business partnership coordinator, is comprised of 15 faculty members representing guidance, headmasters, Chapter 636 programs, English Department, Business Department, Chapter 766 programs, Distributive Education, Flexible Campus, Home Economics and the district's Vocational Education Office. The objective of the committee is to coordinate all career education activities within the school and to expand the dialog between educators and the business community.

At South Boston High, the business partner assumes an active role in interacting with faculty at departmental meetings. Additionally, the school liaison meets often with faculty groups. Where once the faculty resisted meetings which encouraged curriculum development, departments now actively seek the involvement of the Assistant Headmaster (partnership coordinator) and the business partner.

As indicated above, business coordinators assume meaningful roles in the formulation of the internal policies of their partner institution. In fact, it is crucial that this role be assumed. By being visible at the school and presenting a positive image, the partnership grows stronger.

There is no immediate recognition of business' contribution, however. Because of fears of a "business takeover," it takes from one and a half to two years for business people to learn the ropes and for faculty to fully trust the intentions of the business partner.

Internal support from the business institution to its partner is very necessary. Just as schools must be alerted to the presence of the business official, so too must the corporation be notified that students, and sometimes teachers, will visit and work at the institution. It is important to consider this point as administrative staff and hourly employees may very well be the individuals with whom students will work.

New England Merchants National Bank is apprised of the activities of its partnership through an executive committee which has representa-

tives from a wide cross-section of the bank. While its coordinator is given a great deal of latitude in terms of what he can commit, the committee is consulted on matters which require larger expenditures of money or access to personnel.

Informal Systems of Support

How does a business partner know that he/she has done the job? How does the school find out if anyone cares? Objectively, there are positive results as indicated by over three hundred school faculty members having been involved in Career Guidance Institutes and seminars provided through the Council's Occupational Education Committee. Subjectively, some of the following informal responses should suffice:

- A student at one school gave the education coordinator a big hug thanking him for what he did.
- Teachers in one program got so involved in the class that "they acted like kids."
- One teacher remarked, "Business came up with some good ideas."

Other coordinators knew that they had been effective because of:

- the kinds of questions students asked.
- the increased level of teacher enthusiasm regarding curriculum development matters.
- the language students used.

Positive support is important for coordinators of innovative projects. There are areas, however, which are not as easily addressed.

Major Issues of Importance

Is the transition of a business person to an academic setting without complications? Should students be paid or unpaid when participating in field experience programs? Should teachers receive additional compensation for working with career education programs? Should the Tri-lateral Council establish systemwide programs? Should programs have any limitations? Should teachers be given release time to participate in business-related programs? The answers to these and other questions do not come easily. They require intensive discussion and debate. Below we will address some of these issues and some of their spin-offs.

(1) WHAT ABOUT THE PERIOD OF TRANSITION FOR BUSINESSPERSONS INTO AN ACADEMIC SETTING?

It is important that people who accept these positions be

provided assistance in answering some of the following questions early in their experience...

- Why are they becoming involved?
- What can business and education really do?
- What kinds of alternatives can be offered in and out of school?
- What is it like to be a change agent?
- How do you initiate change?
- What is the nature of a teacher?
- What are their attitudes?

(2) IS IT REALLY TRUE THAT BUSINESS IS GOING TO TAKE OVER THE SCHOOLS?

It is also important to address issues which directly affect the teaching staff...

- Why is business becoming involved?
- What can business do for us?
- We've never worked with them before -- why work with them now?
- Are they going to try to change me?
- My courses are excellent as they are -- they don't need to be revised.
- What is the nature of a business person?
- How much money do they have?

(3) WHAT'S THE DIFFERENCE BETWEEN A JOB AND A FIELD-BASED LEARNING EXPERIENCE?

Of importance to students, the issue of pay vs. no pay and credit vs. no credit has deep-rooted implications...

- Should all work experiences be paid?
- How about only those involved with production?
- What are the views of organized labor regarding the hiring of youth as opposed to adult workers?

- How much supervision will a student need?

- Who will provide it? The business? The school?

- Would supervisors work with students if they were paid? If they were not paid?

- Can a student be paid and earn credit?

- How much credit do you give a student?

- How about insurance liability?

(4) AS A TEACHER I THINK I SHOULD GET MORE PAY AND RELEASE TIME TO PARTICIPATE IN CAREER EDUCATION PROGRAMS.

Teachers seek rewards just as most everyone else does. How are these issues addressed?

(5) SHOULD PROGRAMS BE ESTABLISHED FOR SYSTEMWIDE IMPLEMENTATION?

The Tri-lateral Job Hunting Techniques Committee did just that. It established a one-week program which is offered to all seniors in the Boston public high schools. All students must participate.

- Is this a legitimate goal?

- Or is local autonomy taken away?

(6) AS A PARENT, I THINK THE PARTNERSHIP REPRESENTS A MAJOR RECRUITMENT DRIVE BY THAT CORPORATION.

How about parental attitudes? And students views as well? How are these community members involved?

- Do you want their opinions?

- Who is in control of program development?

- What is the ultimate goal of this partnership relationship?

These, as well as other issues, oftentimes go unanswered simply because a communication system has not been established to address the issues. Using some of the models discussed earlier, the questions can be addressed.

Now that the key issues have been delineated and support/communication systems have been addressed, we will proceed to Chapter V, to identify and describe the programs which partnership members have implemented.

CHAPTER V

PROGRAMS OF THE BOSTON SCHOOL/BUSINESS PARTNERSHIP

"My teacher isn't kidding me - what they're teaching me is really happening out there."

-- *A West Roxbury High Student*

"I'm more excited about teaching than I've been in nine years."

-- *A South Boston High Teacher*

As the above remarks suggest, school/business partnerships serve students, teachers and guidance personnel. Additionally, as might be expected, business partners mutually benefit.

In fact, during the 1976-77 school year students participated in over 13,000 events provided by the partnerships. These activities ranged from simple classroom activities to six-week internships. Additionally, 400 school faculty participated in programs sponsored by the partnerships and the business community at large.

How Much Does It Cost?

A successful partnership does not have to cost a great deal. While some programs do have larger budgets, the majority of the partnerships in Boston thrive quite well on the in-kind contribution of cooperating institutions. Such contributions include:

(1) the time of school and business coordinators,

(2) the time of participating business representatives and teachers,

(3) the use of transportation vehicles such as business vans or school busses,

(4) the use of business equipment including data processing, media and other highly technological resources,

(5) the provision of technical assistance and advice on relevant matters for teachers and students, and

(6) the donation of postage, paper and other supplies and

support services.

Clearly, the partnerships do not flourish only on in-kind contributions. Because of available resources, Boston businesses have aided their partners through the allocation of monies to support appropriate school activities. Such monies have been funneled into:

(1) scholarships for needy students,

(2) apprenticeship training programs for students,

(3) part-time, after school jobs for students,

(4) full-time summer jobs for students,

(5) summer internships for teachers and guidance personnel, and

(6) special grants to cover the costs of experimental programs.

What Are the Larger Program Goals?

As identified in COMMUNITY EDUCATION/WORK COLLABORATION: A MASSACHUSETTS PERSPECTIVE (1978)[1], five larger goals for collaboration exist. These are:

(1) Research: organization gathers and compiles research data related to specific occupational and educational topics;

(2) Public Awareness: organization concentrates on activities directed toward increasing the public's awareness of problems that characterize the transition from youth to adulthood;

(3) Student Development: organization facilitates the development of programs which enhance career related and lifelong learning skills for students;

(4) Staff Development: organization provides teaching and guidance personnel with opportunities to view the world of work so that curricula may be revised to reflect realistic needs;

(5) Administrative/Policy Concerns: organization focuses on eliminating certain policy decisions and/or regulations which serve as effective barriers to the development of programs affecting youth transitions.

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[1] T. W. McClain, R. A. Sockol. Community Education/Work Collaboration: A Massachusetts Perspective. Amherst: Institute for Governmental Services, 1978.

The bulk of the programs established in Boston fall within the Student Development, Staff Development and Administrative/Policy Concerns categories. While efforts have been directed towards research and public awareness activities (the Occupational Education Committee of the Tri-lateral Council is researching various occupations and professions), this Chapter will primarily focus on those programs designed for or affecting students, teaching and guidance personnel, and administrative concerns.

What Are the Program Objectives of the Partnerships?

According to McClain and Sockol (1978)[2], 11 program objectives have been identified for students and 5 for teachers and guidance personnel. Additionally, 7 objectives directly impact administrative/policy concerns. Because of the scope of the study of school/business partnerships in Boston, additional program objectives have been identified. These, as well as the above-mentioned which are relevant to Boston, are highlighted below:

Student Development

Program objectives for students include:

(1) Career Speakers: individual representatives of various occupations, both employers and employees, come to a school and talk to small groups of students about their work.

(2) Career Day: representatives from diverse occupations come to a school-sponsored program to present information about the occupational outlook in their field and the prerequisite training and qualifications.

(3) Site Visit: a group of students visits a workplace for an on-site presentation of occupational information and a chance to see and interact with people at work.

(4) Shadow Day: an individual student is paired with a worker for a day, or part of a day, to gain first-hand experience in a particular occupation.

(5) Internship: a student works, without pay, on certain aspects of a job at regular intervals (weekly, twice a week) in order to gain hands-on exploratory experience in a particular occupation.

(6) Work-Study: a student is released early from school and works at a part-time, entry-level job. He/she may receive academic credit.

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2 Ibid., pp. 16-19.

(7) Student-Operated Business: a group of students, under the supervision of a teacher, create and operate their own business: a school store, a garden or greenhouse, a welding shop, a construction company, a neighborhood rehabilitation service, etc.

(8) Community-Resource Bank: business representatives, educators, etc. volunteer their time to provide advice or technical expertise to individuals or small groups of students in or outside of the school setting.

(9) Material and Financial Resources: business donates technical equipment and/or materials, grants scholarship monies for higher education and/or work experience, arranges for use of company facilities, and supports appropriate school documents and activities.

(10) Training Courses: students enroll in entry level courses to prepare them for jobs leading to careers in such fields as banking, electronics, merchandising, insurance, communication, computer technology, health and aviation.

(11) Employment Readiness Courses: business representatives and educators give instruction on career identification, the job search, the application, the interview, and the necessary follow-up procedures.

(12) Full-Time Employment: business provides students with full-time jobs during the summer or upon completion of degree requirements.

Staff Development

Program objectives for teaching and guidance personnel include:

(1) In-Service Workshops: groups of teachers and counselors, often with the assistance of an outside facilitator, meet after school or during the summer months for information sharing, skills training, program planning or evaluation, curriculum development, etc.

(2) Curriculum "Infusion": teachers modify their regular subject matter to include a number of career-related topics to emphasize career implications of the subject area, good work habits, and the career development process.

(3) Career Guidance Institute: through workshops sponsored by the National Alliance of Businessmen, the guidance department and others, school staff are provided with resources for assisting students with clarifying career values and strengthening career decision-making skills; format is structured on realistic career-

related options for students.

(4) Teacher/Administrator Site Visits: local businesses and industries host visits by a group of teachers or administrators to their workplaces, including plant tours and seminars on skill, knowledge and concept requirements for various levels of employment in the field.

(5) Curriculum Development: business partners with expertise in specific areas such as data processing meet with teachers in the school system to revise or develop curriculum for a subject matter area in order that teaching might be more in phase with employment requirements.

Administrative/Policy Concerns

Program objectives directed toward administrative concerns include:

(1) Inter-District/State Collaboration: schools collaborate on in-service training, work-experience placement and supervision, skills training, etc.

(2) Coordination of School and Non-School Programs: contacts are made with nonprofit youth action agencies such as Scouts, Boys Clubs, Junior Achievement, and volunteer organizations, which provide career-type programs (experiential, character building, decision-making and skill training components).

(3) Counteracting Race- and Sex-Role Stereotyping: activities are planned which will expand the choices for students regardless of race or sex by increasing awareness of stereotyped attitudes.

(4) Servicing Special Needs Populations: activities are planned to provide career-occupational experiences for students with special needs.

(5) Establishment of Policy Review Bodies: committees are established to coordinate career education, curricular or program development activities within the school and to expand the dialogue between educators and the business community.

Figure 3 summarizes specific objectives of the 19 partnerships which have been established in Boston.

Exemplary programs already developed

Boston school/business partnerships have initiated and sponsored

Figure 3

PROGRAM OBJECTIVES OF BOSTON

SCHOOL/BUSINESS PARTNERSHIP PROGRAMS

	STUDENT DEVELOPMENT														STAFF DEVELOPMENT					ADMINISTRATIVE/ POLICY CONCERNS				
	Career Speakers	Career Day	Site Visit	Shadow Day	Internship	Work-Study	Student-Operated Business	Community Resource Bank	Material and Financial Resources	Training Courses	Employment Readiness Courses	Full-Time Employment	Inservice Workshops	Curriculum "Infusion"	Career Guidance Institute	Teacher/Administrator Site Visits	Curriculum Development	Inter-District/State Collaboration	Coordination of School & Non-School Programs	Counteracting Race & Sex-Role Stereotyping	Servicing Special Needs Populations	Establisment of Policy Review Bodies
Boston High School						X		X	X	X		X										X
Boston Latin Academy			X						X	X	X	X										
Boston Latin School			X						X	X	X											
Boston Technical High							X		X	X		X					X		X	X		
Brighton High			X			X		X	X	X	X	X										
Jeremiah E. Burke High	X		X		X	X	X	X	X	X	X	X		X			X		X		X	
Charlestown High								X	X	X	X	X		X						X	X	
Copley High	X	X			X				X	X	X	X									X	
Dorchester High	X	X	X					X	X	X	X						X	X		X		
East Boston High					X			X	X		X	X						X				
English High			X		X	X		X	X	X	X	X	X	X	X		X			X	X	
Hyde Park High	X		X			X	X		X	X	X	X	X	X	X		X	X	X		X	
Jamaica Plain High			X			X		X	X		X	X										X
Madison Park High			X		X				X	X	X	X									X	
Roxbury High	X		X				X	X	X		X	X	X	X			X		X			X
South Boston High	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X				X	X
West Roxbury High		X				X		X	X	X	X	X		X					X			X
Mario Umana Harbor School		X						X														X

many innovative and exciting programs. While it would be impossible to list them all, we have identified those which seem to represent a wide diversity of outcomes.[3]

Student Development

(1) Speakers from N. E. Mutual Life Insurance Company presented special programs at the Burke High School. Lawyers, graphic designers and sales promotion specialists spent several days at the school presenting their specialty areas.

(2) 1820 students from all of Boston's high schools attended a one-day Career Awareness Day at Roxbury High. Co-sponsored by N. E. Merchant's National Bank, 90 business representatives were recruited to talk to participating high school seniors.

(3) Employment opportunities in government and public service occupations, and business and finance professions were provided to 400 students from Boston Latin School. Co-sponsored by Wellesley College and the Federal Reserve Bank, two Career Workshops led by Boston Latin alumni were held.

(4) 80 Brighton High students from all grades have participated in plant visits at the Honeywell Plant. A systems manager guides students through the manufacturing area explaining the tasks performed by employees and the skill requirements for different occupations. A workshop on career paths and job opportunities follows.

(5) Approximately 50 students from the Introduction to Business Class toured Blue Shield operating areas. Students observed regular and government business and received demonstrations in the operation of CRT's, Data Entry Terminals, adding machines and microfilmers.

(6) 8 South Boston High students in 11th and 12th grade business shorthand classes each spent two four-hour sessions at the Federal Reserve Bank shadowing an employee. In so doing, they were able to explore the job duties, skill requirements and responsibilities of a secretary.

(7) 15 students in grade 12 at East Boston High worked for three hours a day, five days a week in internships developed by Massport. Student career interests were matched with future job opportunities: airport administration at South Terminal Corporation, sales and marketing at the Hilton Inn and interpreter and flight attendant careers at Travelers' Aid Society.

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[3] Much of the data used to compile this listing was taken from "Programs of the Business/School Partnerships in the City of Boston: 1976-77 Academic Year," a Tri-lateral Council Publication.

(8) 22 Hyde Park High students were hired under First National Bank's work-study program. Eleven of the 22 were transferred to full-time status upon graduation.

(9) 20 Boston High students in grades 10-12 worked on a part-time basis at the Prudential Insurance Company. Participating departments included: distribution, computer area, treasury, accounting, underwriting and group insurance.

(10) An apprenticeship program was created to place six Burke High students in positions at N. E. Life for the purpose of providing them with learning experiences that could lead to future employment. Placements were in such areas as the T.V. studio, the typewriter repair shop, the printing shop, the auditing department and the research department.

(11) The New England Telephone public relations supervisor has acted as an advisor to 15 students involved in the operations of the Dorchester High Newspaper. Students have received technical assistance and advice in the development, style, layout and format of the school newspaper.

(12) John Hancock employees lent their expertise and resources to the development and printing of the Method of Development of Effective Learning (MODEL) Catalog which is used to both describe educational offerings at English High and to recruit students.

(13) Boston Gas and Traveler's Insurance Company, business partners of Jamaica Plain High, sponsored one student each to participate in the Close-up Program, a one-week field trip in Washington, D. C. which allows students to see practical politics in action through briefings, seminars and discussions with key figures in government.

(14) A Federal Reserve Bank representative coordinated the placement of 42 disadvantaged students from South Boston High into the Vocational Exploration Program in the summer of 1977. VEP is funded through the National Alliance of Businessmen and administered by Tri-lateral Council.

(15) Three Hyde Park High students and one teacher enrolled in fall semester courses under American Institute of Banking Scholarships. The students were sponsored by the First National Bank.

(16) Massport was successful in identifying and transporting $33,170 worth of surplus equipment for short-term use in the Mario Umana Medical Technology Program.

(17) Blue Shield printed the Occupational Resource Center's student handbooks for 1976-77 school year and the descriptive recruitment brochure for the 1977-78 school year.

(18) 100 Charlestown High students' art work was exhibited at Liberty Mutual, where employees cast ballots for a contest which was divided into the following categories: weaving, printing, drawing, paper sculpture, and abstract designs. The company prepared certificates for the winners.

(19) Copley Square High's Sports Award Night was held at Shawmut Bank, with over 100 participants and guests. In addition to facilities and refreshments, the bank donated 4 seats for a Boston Red Sox game.

(20) 250 grade 9 students and 25 faculty members from Boston Technical High School attended a full-day workshop held at Tufts University. Students were involved in a simulated siting-decision about the nature and placement of a power plant, and learned about advantages and disadvantages of various energy sources. Edison Electric Institute's educational simulation game, "Energy Environment" was used during the program.

(21) 23 12th graders at Boston Latin Academy attended a seven-session basic computer programming course which included a review of the basic language, sessions on loops, subroutines and arrays, a programming workshop, and a trip to the IBM Data Center where final projects are run on a computer.

(22) 120 West Roxbury 12th graders in math and economics courses learned about the dynamics of a bank and the processing of a check from the time it is written to the time it is paid and also the functions performed and skills required by N. E. Merchant Bank employees throughout the process.

(23) 392 Boston High students attended a two-hour session on health awareness issues on topics of student concern. The sessions were conducted by the Prudential Insurance Company's medical director and the school nurse.

(24) Insurance concepts and policies as well as career opportunities within the insurance industry were offered through a John Hancock Life Insurance Company course to 40 9th graders at English High.

(25) 532 9th and 10th graders from Dorchester High were exposed to a one-session program which, through slight-of-hand demonstrations, introduced students to the use of optical fibers for communications, the use of plastics in the telephone industry, and the influence -- both scientific and social -- which has helped the Bell System develop to its present level of equipment.

(26) Business students in merchandising classes at South Boston High participated in an in-plant and in-school program

designed to give them an insight into the major functions of the manufacturing industry. Presentations by Gillette included: product development and marketing strategies, manufacturing and distribution tours and the role of the sales representative.

(27) Boston Gas, Travelers' Insurance and Simmons College jointly delivered a five-part program on job hunting, which was developed by the Tri-lateral Council for all Boston high school seniors. 120 students from Jamaica Plain High participated.

(28) State Street Bank participated in the annual P.A.Y.S. program of the Chamber of Commerce. The bank contributed two $1,000.00 scholarships to deserving students at Roxbury High. Additionally, two summer jobs were provided to two Roxbury High juniors.

Staff Development

(1) First National Bank sponsored summer workshops for members of the Hyde Park Guidance Department. Working with guidance staff from the Central School Department, the counselors conducted a total review of the guidance department at the school.

(2) State Street Bank designed and implemented a computer course called "Introduction to Computer Data Processing." Students at Roxbury High were taught the fundamentals of computer data processing and were introduced to career opportunities in the field.

(3) Six Charlestown High math, business and career education teachers met with Liberty Mutual Insurance Company personnel and received advice on computer equipment needed to teach entry level computer job skills, and explored course material for computer techniques.

(4) John Hancock Life Insurance Company sponsored 25 English High faculty members who attended workshops on remedial reading held at the University of Massachusetts at Amherst.

(5) Tours of Gillette's machine and sheet metal shops have been conducted for South Boston High trade teachers so that they might update their curriculum, making it more relevant to the needs of industry.

Administrative/Policy Concerns:

(1) Officers of Massport served on the East Boston High School Task Force for Desegregation in efforts to improve inter-district collaboration. The Task Force developed a plan to

voluntarily desegregate East Boston High through the establishment of a magnet business education program and an expansion of the magnet machine shop program.

(2) Piloted in 1976 by the First National Bank, 100 Hyde Park students have been trained as reading tutors. They have worked with elementary and middle school students. Since its inception, it has been coordinated into the program of School Volunteers for Boston, and spread to the South Boston, Roslindale and Brighton districts.

(3) A Junior Achievement program was initiated at Burke High. 15 to 20 students were brought together each week to organize and operate a J. A. company. Volunteers from N. E. Life served as advisors. The purpose of the program was to involve students in an experience to demonstrate first hand the workings of the free enterprise system.

(4) Bell System career education materials, which come in the form of films or games, have been used in many Dorchester High classes and include a wide variety of offerings, such as "Anything You Want to Be" and "Women in Engineering." The intent is to break down sex stereotyping and to teach economics and decision-making.

(5) 21 women from Boston Technical High School attended two sessions on non-traditional careers for women. They were conducted by a senior nuclear licensing engineer at Boston Edison and an EEO staff assistant.

(6) John Hancock Life Insurance Company sponsored a Bilingual Flexible Campus program for 45 students. Workshops designed to foster intercultural understanding were offered to students from East Boston High, English High and Brighton High. Participants were primarily Hispanic, Italian and Chinese.

(7) Shawmut Bank sponsored a Bilingual Careers Day at Copley Square High. All interested students from the Boston Public Schools were invited to attend.

(8) 20 students in South Boston High's special education program have visited the Federal Reserve Bank several times to view a program using puppets to teach money concepts, and to introduce students to the world of work. The puppet show for 766 students is available to all Boston schools.

(9) In a joint effort with the University of Massachusetts at Boston, State Street Bank provided a group of 18 Roxbury High sophomores with an orientation to the business world and to college. An ongoing program, students will be offered part-time jobs at the bank (including summers) and, upon graduation, will be accepted into an undergraduate program at the University.

(10) The Aviation Development Panel of Mario Umana Harbor School meets monthly to establish objectives for the school's curriculum. Massport and M.I.T. representatives serve on the panel which (1) assists faculty in addressing problems that cannot be handled through the system; (2) assesses the worth of certain equipment as it relates to the students' further understanding of aviation; and (3) reviews the overall curriculum to ensure that it meets the needs of the program while accomodating a wide range of learning skill levels.

How Can You Get Additional Information?

In addition to gaining insight through reading this guide, it is recommended that interested persons contact Ms. Marianne Abrams, Executive Director of the Tri-lateral Council for Quality Education.

The Tri-lateral Council for Quality Education, Inc.
125 High Street
Boston, MA 02110
(617) 426-1250

Marianne Abrams, Executive Director

Further information can be obtained by contacting the Institute for Governmental Services at the University of Massachusetts.

BOSTON PARTNERSHIPS

SCHOOL	BUSINESS
Boston High School	Prudential Insurance Company
Boston Latin Academy	IBM Corporation
Boston Latin School	Federal Reserve Bank
Boston Technical High	Boston Edison Company
Brighton High School	Honeywell Information Systems
J.E. Burke High School	New England Life
Charlestown High School	Liberty Mutual Insurance Company
Copley Square High	Shawmut Bank of Boston, N.A.
Dorchester High School	New England Telephone Company

BOSTON PARTNERSHIPS (continued)

SCHOOL	BUSINESS
East Boston High	Massport Authority
English High School	John Hancock Mutual Life Insurance Company
Hyde Park High School	First National Bank of Boston
Jamaica Plain High School	Boston Gas Company
Madison Park High School	Veteran's Administration Hospital
Roxbury High School	State Street Bank & Trust Co.
South Boston High School	Federal Reserve Bank of Boston and Gillette Safety Razor Division
West Roxbury High School	New England Merchants Bank
Mario Umana Harbor School	Massport Authority

INSTITUTE FOR GOVERNMENTAL SERVICES

UNIVERSITY OF MASSACHUSETTS

The Institute for Governmental Services was founded by the President of the University of Massachusetts and its trustees in 1970 as an expression of the University's historical commitment to public service. The Institute was charged with six goals: (1) to link the University and the State and local government agencies throughout the Commonwealth; (2) to facilitate the flow of resources from all three campuses of the University to the citizens of the Commonwealth; (3) to design, carry out, and refine University-based, service-oriented programs for State and local colleges and campuses within the University; (4) to collaborate with the Institute and with each other in developing service-oriented programs; (5) to identify and obtain financial support from appropriate sources; and (6) to establish a wide variety of organizations including State and local governmental agencies, other institutions of higher learning, business and industrial concerns, citizens groups, and professional organizations.

To accomplish its goals, the Institute brings academic expertise and practical experience to bear on issues effecting State and local governmental agencies. Its activities to this end fall into four main categories:

TRAINING: Through courses, conferences and workshops, the Institute offers training to governmental personnel and effective approaches to familiar problems, efficient techniques for dealing with challenges brought on by changing legislation, and methods to simplify the readjustments and reorganizations generated by technological and social developments.

TECHNICAL ASSISTANCE. The Institute is available for direct advice and assistance in specific government agency and community problems, from developing viable systems models to designing curricular materials.

PUBLICATIONS. Out of Institute research, training courses and technical assistance has come a series of publications summarizing its research, describing and evaluating its programs, and providing practical guidance. Institute publications include law compendia, policy histories, training manuals, guides, special reports and occasional papers.

RESEARCH. The Institute undertakes surveys, investigations and analysis in response to requests from government officials. Basic research on problems often leads to specific measures that assist in solving the problems, in the form of training programs, technical assistance and publications.

ABOUT THE AUTHORS

Richard A. Sockol is presently Acting Director of Program Development for the Education-Work Council, a project funded by the American Association of Community and Junior Colleges through the United States Department of Labor. Previously he served as the Director of the Center for Outreach, University of Massachusetts, where he was responsible for coordinating university-wide field experience for students. He is currently working on his doctorate at that institution.

Thomas W. McClain is currently Director of Educational Services at the Institute for Governmental Services. He has worked in manpower training programs as well as a number of state projects related to career and occupational development for students and staff. Most recently he directed the Commonwealth Colloquium Project, a statewide effort to spawn cooperative efforts between business, industry, education, labor and government to improve the school to work transition. He received his doctorate in educational leadership and administration from the University of Massachusetts in 1976.